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ABSTRACT

This handbook describes the model learning resources center in operation at Daviess County (Kentucky) State Vocational-Technical School and details its objectives, materials, and methods of operation. The manual is organized in six sections. The first section describes the learning resources center, and details its philosophy, purpose, objectives, course outline, and policies. In the second section, operating procedures, such as diagnostic testing, student assessment, sequence of operation and suggestions for success are discussed. The third and fourth sections cover materials and equipment and staff qualifications and responsibilities. In the fifth section, information about the use of an advisory committee is given, while the final section provides sample blank forms for a program plan, budget, monthly report, school calendar, and summer schedule. (KC)

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FINAL REPORT

MODEL LEARNING CENTER

E. RAY GILLASPIE, DIRECTOR

DAVIESS COUNTY STATE VOCATIONAL-TECHNICAL SCHOOL

PROJECT NUMBER C01880013F

JUNE 1984

U.S. DEPARTMENT OF EDUCATION
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BEST COPY AVAILABLE

The final products for our learning center model are: 1) a brochure summarizing our learning center which includes an invitation to visit and 2) a handbook that details our objectives, materials, and methods of operation. The handbook is included in this report. The brochure is being printed in the graphic arts department at Bowling Green State Vocational-Technical School.

A
MODEL CONCEPT
FOR
LEARNING CENTERS

by: Beverly A. Bosley

&

Donna Hoover

Daviess County State Vocational-Technical School

1901 Southeastern Parkway

Owensboro, KY 42301

The Office of Vocational Education of the Kentucky Department of Education provided funds to promote a model learning center concept which were allocated under P.L.94-482. Grant proposals were submitted to the Office of Vocational Education by learning center staffs and the funds were awarded to the Daviess County State Vocational-Technical School Learning Center to serve as a demonstration site.

The material presented in this handbook was taken from three sources: the O.V.E. Administrative Policies and Procedures Manual, U.K.'s Department of Vocational Education Learning Center Handbook by Sally Henry and Clayton Omvig, and the Daviess Co. SVTS Learning Resource Center Exhibit prepared for the Southern Association of Colleges and Schools which is kept updated and contains our operating procedure as well as materials we have found useful.

This handbook has evolved through six years of melding philosophies, teaching methods, designing forms and operations that work for our situation. You are welcome to use and/or adapt any of this material you find beneficial.

Beverly a. Bosley
Donna Hoover

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DESCRIPTION

LEARNING RESOURCE CENTER

A learning center is maintained at the school to provide a wide range of individualized learning experiences for adults in areas of need or interest. These adults are usually persons receiving pre-enrollment education or students who are already enrolled in vocational classes but need additional knowledge of math, science, reading skills, or other areas to receive maximum benefits from their vocational training.

This laboratory, although primarily planned for adults, is also utilized to provide needed fundamentals for secondary students who are enrolled in vocational courses.

The center is equipped with carefully selected programmed materials and instructional aids and equipment of wide variety and levels of difficulty.

Students utilize this facility to broaden and enrich their education and for remedial work. General Education Development materials are also included in this center for students who wish to study for the test for a High School Equivalency Certificate. This certificate is accepted in lieu of a high school diploma for all courses. The Learning Center is an approved G.E.D. testing center.

PHILOSOPHY -

We believe the first step for the Learning Resource Center is to administer to all students of the Daviess County State Vocational-Technical School diagnostic tests to determine their reading, math, and language levels. Each student and his/her teacher is then informed as to the results of these tests from which the student is shown his/her strong and weak points in these areas of study. The test results are recorded as grade levels. Each teacher determines the minimum grade level required of his/her students to satisfactorily complete their program.

We believe all students should be oriented as to the purpose of the Learning Resource Center and be encouraged to enroll for remedial instruction or advanced study according to their individual needs. We consult with each student in the development of their individual program plan. Stated in this plan are the student's learning objectives. Materials are then selected on the basis of these objectives as well as the interests and needs of the student. We also provide training for the adult students who need to take the high school equivalency exam. When a student completes his/her objective(s) a post-test is administered to show the degree of accomplishment and the student is then released from the Learning Resource Center.

We feel that this vocational program serves many disadvantaged and handicapped individuals who otherwise may have dropped out of their programs due to a lack of the basic academic skills.

We do not discriminate on the basis of race, national origin, age, religion, marital status, sex, or handicap.

PURPOSE -

The Learning Resource Center provides developmental instruction according to the identified needs, interests, and abilities of the vocational school student. Instruction is essentially individualized and, to the extent possible, related to the student's career objective.

OBJECTIVES -

I. To provide remedial and enrichment programs in basic mathematics, algebra, geometry, trigonometry, reading comprehension, vocabulary, English, and spelling.

II. To provide the above programs for the disadvantaged and handicapped individuals (high school or adult) who cannot otherwise meet the academic levels required by their vocational programs.

III. To provide instruction of employability skills.

IV. To provide training for the high school equivalency exam to the high school dropouts enrolled in our school.

V. To provide learning experiences that are more varied, intensive, and individualized than the traditional school courses.

VI. To provide these varied learning experiences for the students with low motivation, cultural disadvantages, and/or learning handicaps.

VII. To research new methods, techniques, and materials which can be used successfully with disadvantaged and handicapped vocational school students.

Learning Center Course Outline

READING: -phonics

-sequencing

-drawing conclusions

-following directions

-getting the main idea

-word clues

-functional reading (signs and schedules)

-comprehension

-reading for details

-reading technical materials

LANGUAGE ARTS:

-grammar

-punctuation

-capitalization

-basic spelling

-writing skills

-library skills

Related course: Business English

VOCABULARY:

-sight words

-syllabification

-structure

-context clues

-building technical vocabulary

MATHEMATICS:

-whole numbers

-fractions

-decimals

-percents

-measurements

-consumer mathematics

-word problems

-algebra

-geometry

-trigonometry

-metric system

Related courses: Welding Mathematics

Merchandising Mathematics

Mathematics for Drafters

Collision Estimation

Math for Food Service Occupations

Math for Automotive Technicians

Salon Management

STUDY TECHNIQUES:

-managing time

-reviewing for a test

-taking a test

-skimming and scanning

-using an index and table of contents

-reading tables and graphs

-reasoning

-problem solving

OTHER COURSE OFFERINGS:

-employability skills

-budgeting

-consumer contracts

-consumer rights and responsibilities

-comparison shopping

-credit

-credit cards

-financing and insuring a car

-owning your own home

-payroll deductions

-personal checking accounts

-savings and investments

-survival skills

-listening skills

-first aid

-CPR training

-speed reading

-group guidance activities

-using references (encyclopedias, dictionaries, almanac, atlas)

-GED preparation

-understanding taxes

-basic economics

-drug abuse

-nutrition

-physical fitness

-computer assisted instruction

-word processing

PROGRAM SEQUENCE MASTER SHEET

PROGRAM EMPLOYABILITY SKILLS

MODULE NO.	MODULE TITLE	V-TECS OBJECTIVE NO.	OBJECTIVE
	CHOOSING A JOB		
ES-1	Matching Yourself with Suitable Jobs	1	Take a self-inventory
		2	Compare personal traits to a variety of jobs
	SEARCHING FOR A JOB		
ES-2	Getting Ready for Your Job Search	3	Apply for a Social Security number
		4	Obtain a work permit
		5	Obtain necessary official papers
ES-3	Preparing A Resume	6	Prepare a resume
ES-4	Finding Job Openings	7	Identify job leads
		8	Make contacts by personal visit
		9	Make contacts by telephone
ES-5	Writing a Letter of Application	10	Write a letter of application
ES-6	Filling Out a Job Application	11	Complete an application form
ES-7	Taking Pre-employment Tests	12	Take pre-employment tests
ES-8	Preparing for the Job Interview	13	Prepare for the job interview

MODULE	MODULE TITLE	V-TECS OBJECTIVE NO.	OBJECTIVE
		14	Present an acceptable appearance for the job interview
ES-9	Interviewing for the Job	15	Indicate which actions are correct and which are incorrect for a job interview
		16	Write an interview follow-up letter
	ENTERING A NEW JOB		
ES-10	Understanding Labor Laws	17	Apply knowledge of federal and state labor laws which apply to the employer/employee
ES-11	Joining Labor Unions	18	Join a labor union
ES-12	Getting to Know the Job	19	Solve problems that occur on a new job
ES-13	Figuring Take-Home Pay	20	Complete a W4 form
		21	Figure take-home pay
		22	Determine whether take-home pay is adequate for your needs
	SUCCEEDING ON THE JOB		
ES-14	Presenting an Acceptable Appearance for the Job	23	Present an acceptable personal appearance for the job
ES-15	Showing Acceptable Work Attitudes	24	Exhibit acceptable work attitudes
ES-16	Practicing Good Work Habits	25	Practice good work habits

MODULE NO.	MODULE TITLE	V-TECS OBJECTIVE NO.	OBJECTIVE
		26	Identify problems caused by being absent, late, or wasting time at work
ES-17	Using the Telephone	27	Receive telephone calls
		28	Take telephone messages
ES-18	Moving Up the Job Ladder	29	Grow and improve on the job
	CHANGING JOBS		
ES-19	Quitting a Job	30	List reasons for changing jobs
		31	Quit a job in the acceptable manner
		32	Write a letter of resignation
		33	List steps to take if you lose your job
	OCCUPATIONAL SAFETY		
ES-20	Attitudes and Safety	34	Identify attitudes that contribute to the prevention of accidents
		35	Identify states of mind that contribute to the cause of accidents
ES-21	Observing General Safety Rules	36	Practice general safety rules
ES-22	Observing Office Safety Rules	37	Practice office safety
ES-23	Occupational Safety Laws	38	Apply knowledge of occupational safety laws

MODULE	MODULE TITLE	V-TECS OBJECTIVE NO.	OBJECTIVE
ES-24	Observing Shop Safety Rules	39	Practice shop safety
ES-25	Benefits for Disabled Workers	40	Apply knowledge of benefits for disabled workers
	ECONOMIC AWARENESS		
ES-26	The function of Our Economic System	41	Explain the basic functions of our economic system
ES-27	How Our Economy Works	42	Explain how changes in supply and demand affect prices and profits
		43	Explain how competition affects our economy
		44	Identify conditions that affect the balance of our economy
ES-28	What Our Economy Provides	45	Answer questions relating to the U.S. Gross National Product
		46	Identify characteristics of personal and of business income
		47	Answer questions relating to international trade
ES-29	You as a Consumer in our Economy	48	Determine the best place(s) to borrow money
		49	Buy on credit
		50	Practice good shopping habits
ES-30	Basic Types of Businesses	51	Identify the three basic categories of business
ES-31	Going into Business for Yourself	52	Identify personal attributes desirable for self-employment

x

DEFINITIONS GIVEN BY BUREAU OF VOCATIONAL EDUCATION
AS OF 2/6/79

DISADVANTAGED - MEANS PERSONS (OTHER THAN HANDICAPPED PERSONS) WHO HAVE ACADEMIC OR ECONOMIC HANDICAPS AND WHO REQUIRE SPECIAL SERVICES AND ASSISTANCE IN ORDER TO ENABLE TO SUCCFED IN VOCATIONAL EDUCATION PROGRAMS.

HANDICAPPED - MEANS PERSONS WHO ARE IDENTIFIED AS THOSE WHO ARE MENTALLY RETARDED, HARD OF HEARING, DEAF, SPEECH IMPAIRED, OTHER HEALTH IMPAIRED, OR PERSONS HAVING SPECIFIC LEARNING DISABILITIES. THESE PERSONS, WHO BY REASON OF THEIR HANDICAPPING CONDITION, CANNOT SUCCEED IN EITHER A REGULAR VOCATIONAL EDUCATION PROGRAM WITHOUT SPECIAL EDCUATIONAL ASSISTANCE, OR REQUIRE A MODIFIED VOCATIONAL EDUCATION PROGRAM.

Students in special vocational education programs shall be permitted to participate in student organizations within respective vocational program areas if they meet the membership qualifications as set forth by each organization.

POLICIES FOR SUPPORT PROGRAMS IN STATE-OPERATED SCHOOLS (Administrative Memo #82-63, May 17, 1982)

NOTE: Support Programs include: Learning Resource Centers, Technical Related and Consumer/Family Life Skills.

1. All state vocational technical schools shall provide the core curriculum in existing support programs as outlined in the study completed by the committee review conducted spring, 1982. Implementation of the core curriculum shall be by August 1, 1982.

2. Support program teachers shall provide a minimum of five hours of instruction daily. The remainder of the work day shall be used for individual or small group student conferences and instructional preparation.

3. The support program teacher/student ratio shall be a minimum of 1 to 15 maintained on an average hourly basis.

The following recommendations are to be considered by each state school principal.

1. Each state school principal should develop and implement an orientation program for students and faculty on the role of support programs for vocational education.

2. Support program teachers should not assume total responsibility for student organizations. However, support program teachers may share in club activities in proportion to all other teachers.

3. Support program teachers should not be used on a regular basis as substitute teachers.

4. Testing for GED in the learning resource center should be limited to one day per month. One additional day may be utilized when it is deemed necessary for meeting the school and community needs.

OPERATING PROCEDURES

DIAGNOSTIC TESTING -

All students enrolled in vocational programs are given the California Test of Adult Basic Education (TABE) Levle D.* This test is supposed to be timed; however, the test is not valid as a diagnostic assessment of learning problems unless the student is allowed adequate time to complete the test. The scores are recorded as grade levels.* (Students scoring poorly on the reading portion of the TABE are given the Slosson Oral Reading Test.*) The TABE scores are sent to the program teacher,* the counselor, and are discussed with the student. These scores are also kept on file as part of the Learning Center records. Our form allows one line for writting pretest scores and another line for recording the post test scores as evaluation of student progress.* The diagnostic tests for two related math courses have been included in this section.* Students work only the chapters that contain the problems they missed rather than the entire book.

STUDENT ASSESSMENT -

An analysis of learning diffuculties based on the type of problems missed is written for each student.* After the students review their TABE scores and their "analysis" they tour the facilities and browse through the materials. The students are told that homework and grades will not be given. Each student that decides to enroll in the Learning Center completes a profile sheet.* Students are interviewed on an individual basis to determine learning objectives and areas of interest. A student folder* is then compiled which includes the TABE scores, the analysis of learning diffuculties, the student's learning objectives, and a suggested list of materials for the student to use to meet those objectives.*

SEQUENCE OF OPERATION -

Classes are scheduled into the Learning Center in one-hour blocks.* More time can be scheduled by individual students as needed. Students begin their lab period by signing in on the attendance register,* obtaining their folder from the filing cabinet, and selecting the appropriate materials. Students are encouraged to work individually and are allowed to check their own work for immediate reinforcement. The Learning Center teachers are readily available to assist and instruct. Students keep a log in their folder of the materials worked on each day they attend the Learning Center. Days of attendance are recorded for each student by class in attendance book.* Students and faculty are periodically asked to evaluate the Learning Center. *

* The forms mentioned above have been included in this section in sequential order.

SOME SUGGESTIONS FOR SUCCESS -

-assess and prescribe individualized instruction

-make participation in the learning center voluntary

-use student, faculty, and staff input in resource and program planning

-develop good public relations and orientation for faculty and staff

-provide opportunities for students to experience early success

-be honest with students at all times

-provide progress reports for students and faculty

-keep the Learning Center as the hub of the school and maintain high visibility

-assist students in goal clarification, self-assessment, and self-concept

-keep tests confidential

-keep adequate records and reports

-provide a non-threatening environment conducive to mutual faculty/student confidence

-relate Learning Cneter programs to the student's vocational program

-treat students as adults(including using appropriate high interest materials, maintaining dignity, and encouraging responsiblilty for their own success)

-be flexible in the choice of materials used(allowing for individual learning styles)

10 COMMANDMENTS FOR HUMAN RELATIONS

1. Say less than what you think, and cultivate a low but persuasive voice.
2. Make few promises but keep those you make, regardless of the cost.
3. When praise is deserved, give it. When criticism is required, make it helpful, and be sure to give it in private.
4. Learn to be interested in others, their work, their homes and families, their joys and their problems.
5. Don't inflict your pains, worries and problems on others. Learn to be cheerful - and smile.
6. Live and let live - - keep an open mind, discuss rather than argue, and continue friendly even when you disagree.
7. Say nothing about another person unless it is good. Gossip is destructive and indicates a low degree of intelligence.
8. Avoid hurting others with wit and humor (so called) at their expense.
9. When others make ill natured remarks about you, pay no attention. It is the gossiper, not you, who is injured.
10. Study, observe, work untiringly, be patient.

In order to have a good friend you have to first be one.

You cannot judge a person by what others say about him, but you can judge a person by what he says about others!!!

LEARNING CENTER STUDENT INFORMATION SHEET

NAME_____ SOCIAL SECURITY NO._____ GRADE_____

AGE____ SEX____ ADDRESS_____ TELEPHONE NO._____

CURRENT OCCUPATION_____ EMPLOYMENT GOALS_____

DO YOU HAVE ANY HANDICAPS OR DISABILITIES? : YES____ NO____

IF YES, PLEASE LIST:_____

IS THE FAMILY DEPENDENT ON SOCIAL AGENCIES FOR ECONOMIC ASSISTANCE? : YES____ NO____

IF YES, PLEASE CHECK: PUBLIC ASSISTANCE____ SOCIAL SECURITY____ OTHER_____ (SPECIFY)

IN CASE OF ACCIDENT, NOTIFY:_____ TELEPHONE NO._____

PROGRAMS OF STUDY

GED____ VOCABULARY____ READING____ MATH____ LANGUAGE____ SPELLING____

SPECIAL INTEREST_____ TIME FOR ATTENDANCE_____

TABE RESULTS

READING		MATH		LANGUAGE
VOCABULARY:	PRE_____	COMPUTATION:	PRE_____	PRE_____
	POST_____		POST_____	POST_____
COMPREHENSION:	PRE_____	REASONING:	PRE_____	SPELLING
	POST_____		POST_____	PRE_____
TOTAL:	PRE_____	TOTAL:	PRE_____	POST_____
	POST_____		POST_____	

INTERVIEWER_____ DATE_____

D H AC EC M F W B 11 12 ALT

Confidential File
Revised 9/80
Handicapped

PROFILE SHEET
Suggested Student Information Sheet

The data from this sheet may be useful in identifying persons who are handicapped and for fiscal accounting purposes. The profile sheet should be completed and kept on file by the instructor, counselor, and/or other authorized personnel.

Student's Name: *(Last, First, Middle)* Mr. Mrs. Miss	Name of School or Agency:
Student's Address: *(Street, City, State, Zip Code)*	Address of School or Agency: *(Street, City, State, Zip Code)*
Telephone Number:	Telephone Number:

Sex: Male ☐ Female ☐ Age:_____ Date of Birth: _____ *(Month) (Day) (Year)*

Social Security Number: _____ Place of Birth: _____ *(City) (County) (State)*

Education Profile

1. Grade Level: 9 ☐ 10 ☐ 11 ☐ 12 ☐ Ungraded ☐ Post-Secondary ☐ Adult ☐

2. Indicate the program area and specific course in which the student is enrolled.

Ag ☐	B&O ☐	DE ☐	Hm Ec ☐	Pub Ser ☐	HO ☐	PA ☐	T&I ☐	Special Voc. Ed. Prog. ☐
(course)	*(course)*	*(course)*	*(course)*		*(course)*	*(course)*	*(course)*	*(course)*

Instructor's Name:_____

3. Test Scores: Indicate Teste and give scores

_____ Stanford-Binet: Chronological Age ☐ Mental Age ☐ I.Q. ☐ *(Score)*

_____ WAIS: verbal ☐ *(Score)* non-verbal ☐ *(Score)*; _____ WISC: verbal ☐ *(Score)* non-verbal ☐ *(Score)*

_____ G.A.T.B.: general ☐ *(Score)* verbal ☐ *(Score)* numerical ☐ *(Score)* spatial ☐ *(Score)*

4. Last Year's Attendance:

Number of Day Present _____; Number of Days Tardy _____; Number of Days Absent _____

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5. Indicate type of handicap and the professional examiner who made the diagnosis:

Type of Handicapping Condition	Professional Examiner	Type of Handicapping Condition	Professional Examiner
EDUCABLE MENTALLY HANDICAPPED ☐	Certified School Psychologist ☐ Psychologist ☐ Psychometrician ☐ Vocational Guidance Counselor ☐ Other (Specify) ☐	SPEECH HANDICAPPED ☐	Speech Correctionist ☐ Speech Pathologist ☐
		VISUALLY HANDICAPPED ☐	Ophthalmologist ☐ Optometrist ☐
TRAINABLE MENTALLY HANDICAPPED ☐	Psychologist ☐ Psychometrician ☐ Other (Specify) ☐	EMOTIONALLY DISTURBED ☐	Psychiatrist ☐ Physician ☐ Neurologist ☐ Psychologist ☐
HARD OF HEARING ☐	Otologist ☐ Otolaryngologist ☐ Audiologist ☐	CRIPPLED ☐	Heart Specialist ☐
		OTHER HEALTH PROBLEMS (Specify) ☐	Orthopedist ☐ Pediatrician ☐ Neurologist ☐ Family Physician ☐ Other (Specify) ☐
DEAF ☐	Otologist ☐ Otolaryngologist ☐ Audiologist ☐		

6. Name of authorized person and/or agency referring

_____ (Name)

_____ (Address)

_____ (Phone)

COMMENTS:

An Appraisal Committee of at least three persons should assist in assessing the handicapped learner in vocational education (See p M-3, Kentucky Handbook for Planning and Evaluating Local Vocational Education Programs)

Signatures of Appraisal Committee:

Vara Parker	Counselor
Ray Gillaspie	Principal
W Jackson	Director
Beverly A. Bosley	Committee Chairman
Donna Hoover	Learning Lab Instructor

DATE FORM COMPLETED: _____ (Month) _____ (Day) _____ (Year)

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DATE	WHAT I DID IN THE LEARNING CENTER TODAY	INITIAL

LEARNING CENTER PROGRAM PLAN

NAME_____ PROGRAM_____ GRADE_____ DATE_____

TABE TEST SCORES: READING: VOCABULARY_____ COMPREHENSION_____ TOTAL_____

MATH: COMPUTATION_____ CONCEPTS_____ TOTAL_____

LANGUAGE:_____ SPELLING:_____

OBJECTIVES: (What I want to accomplish by working in the learning center)

1. 4.

2. 5.

3. 6.

PRESCRIPTION:

EVALUATIVE COMMENTS:

INSTRUCTOR'S SIGNATURE_____

STUDENT'S SIGNATURE_____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AUTO MECHANICS 8:30 - 9:30	WELDING HS 8:30 - 9:30	RETAILING 8:20 - 9:20	DRAFTING BUSINESS & OFFICE - am only students 8:20 - 9:20	AUTO BODY DIESEL MECHANICS 8:20 - 9:20
PBL or 9:30 VICA MEETING ON 3rd MONDAY	GED PREPARATION	JOB SKILLS (This is for anyone preparing for a job interview or needing to write a resume.) 9:20 - 10:20	GED PREPARATION	GROUP GUIDANCE HOUR 9:20 - 10:20
WELDING MATH 10:00 - 11:00	9:45 - 11:15	CHILD CARE 10:20 - 11:20	9:45 - 11:15	COMMERCIAL FOODS COSMETOLOGY HS 10:20 - 11:20
COSMETOLOGY - Gray & Daugherty COSMETOLOGY MATH & SALON MANAGEMENT 12:10 - 2:30	WELDING HS 12:15 - 1:15 GED PREPARATION	CHILD CARE 12:15 - 1:15 GED PREPARATION	AUTO MECHANICS - pm only students 12:10 - 1:10 BUSINESS & OFFICE Majors 1:10 - 2:25	COSMETOLOGY HS 12:10 - 1:10 DRAFTING - pm only students 1:10 - 2:10
PBL or 1:30 VICA MEETING ON 3rd MONDAY	1:30 - 3:15	1:30 - 3:15	BUSINESS & OFFICE Worth 1:55 - 3:10	COMMERCIAL FOODS 2:10 - 3:10 WELDING - pm only students 2:00 - 2:50

LEARNING RESOURCE CENTER

DAILY REGISTER

DATE month/day/year	NAME	SHOP AREA	TIME IN	TIME OUT	TOTAL TIME IN CENTER

ATTENDANCE OF STUDENTS IN LEARNING LAB

SHOP _____

INSTRUCTOR _____

☐ SECONDARY

☐ POST SECONDARY

REMARKS:

STUDENTS NAME	DAY TO BE IN LAB	TIME TO BE IN LAB

DATES OF ATTENDANCE LEARNING LAB INSTRUCTOR _____

STUDENT EVALUATION OF THE LEARNING RESOURCE CENTER

Read each statement carefully and circle the number best describing the center. Do not sign your name on this paper.

1. ALWAYS 2. USUALLY 3. RARELY 4. NEVER

1. The instructors made the objectives of the learning center clear.	1	2	3	4
2. The learning center has helped me improve the math and/or reading skills that I needed.	1	2	3	4
3. My study in the center is related to what I am doing in the shop.	1	2	3	4
4. The learning center schedule permits me to attend on a regular basis.	1	2	3	4
5. The teachers show interest and enthusiasm in helping me learn.	1	2	3	4
6. The teachers motivate me to do my best work.	1	2	3	4
7. The employability skills lessons are worthwhile.	1	2	3	4

8. The learning center has many visual aids and I have used the following:

_____TAPE PLAYER _____FILMSTRIP AND CASSETTE (AV-MATIC)

_____T.V.-VIDEO TAPE RECORDER _____TRS-80 COMPUTER

_____MONROE MATH MACHINE

ADDITIONAL COMMENTS:

TO: Faculty

FROM: Learning Center Staff

SUBJECT: Learning Center Evaluation

I. Please answer the following statements with yes or no.

1. The time allotted in the Learning Center for your class is adequate to meet the needs of your students. ☐ Yes ☐ No

2. Your students' reactions to the Learning Center programs are positive. ☐ Yes ☐ No

3. An improvement in the classroom work of your students has occurred as a result of the Learning Center Program. ☐ Yes ☐ No

4. a. There is an open line of communication between the Learning Center Staff and the faculty. ☐ Yes ☐ No

   b. You are aware of what types of assistance are available in the Learning Center. ☐ Yes ☐ No

   c. You feel free to make suggestions for changes. ☐ Yes ☐ No

5. Your students are aware that the Learning Center has materials for those students who wish to work on their GED. ☐ Yes ☐ No

6. The Learning Center's video tape equipment could be a useful resource to your program. ☐ Yes ☐ No

7. Because the Learning Center is a supplemental and supportive program to your shop, do you plan to utilize its services during the next year? ☐ Yes ☐ No

8. Group guidance activities such as job interview techniques, values clarification, and setting personal priorities would be beneficial to your students. ☐ Yes ☐ No

9. Your students are aware that the Learning Center is available to help them meet short term goals. Such as preparing resumes, working specific Math. problems, studying English as a foreign language, or studying for a special test. ☐ Yes ☐ No

10. During the present school year, the Learning Center has successfully met the needs of your program. ☐ Yes ☐ No

II. Please indicate in the following space any related subjects or mini-classes which you would like to be taught in the Learning Center.

III. Additional Comments:

MATERIALS AND EQUIPMENT

GENERAL EQUIPMENT LIST -

7	Conference Tables
13	Bookcases
6	Filing Cabinets
6	Tape Players
3	Dukane AV Matic Projectors
10	Study Carrels
4	Storage Cabinets
1	Video Cassette Recorder
1	TV Monitor
1	Video Camera
8	TRS-80 Model IV Student Computers
1	TRS-80 Model IV Host Computer
1	Network Controller
1	Printer
1	TRS-80 Model III Computer with Cassette Drive and Printer
1	IBM Correcting Selectric Typewriter
1	3M Dry Copier
2	Magazine Display Carts
1	Coat Rack
1	Newspaper Stand
6	Craig Readers
1	Overhead Projector and Cart
1	Opaque Projector and Cart
1	8mm Movie Projector

A comprehensive computer printout of inventory is received form Frankfort in January and in June. A manual check of all equipment is done at these times.

STAFFING

QUALIFICATIONS -

Instructors of Learning Resource Centers must have the following qualifications:

1. Have a B.A. or B.S. degree from an accredited college or university
2. Have a minimum of 2,000 hours or one year's teaching experience
3. Hold a Standard or Provisional Kentucky Teaching Certificate in secondary or elementary education or a Vocational Education Certificate

TEACHER RESPONSIBILITIES -

I. Curriculum Planning, Implementation and Evaluation Activities

A. Writing a vocational program plan on an annual basis as well as informing the local administrator of needed supplies and equipment to maintain a functional program

B. Maintaining written program objectives and philosophy

C. Having a management system which is appropriate for the teacher and the students in order to keep students informed of needed competencies and progress in achieving those competencies

D. Doing periodic evaluation of the curriculum content and involving students, advisory committee members, and other personnel in determining curriculum changes

E. Doing adequate lesson planning and blocking of units of instruction based upon essential competencies for the course

F. Making sure that appropriate instructional materials, supplies, and equipment are utilized in the program. When these items are deficient, the teacher should indicate this through program planning or through conference with the appropriate administrators

G. Assuring that the curriculum as well as materials used in the course are free of sex bias and sex stereotyping

H. Working with an active advisory committee and/or craft committee on a planned, functional basis

I. Assisting the approriate student organization related to the vocational porgram area

J. Planning appropriate classroom learning environments which will assist students of different abilities to work at their own pace and in cases where remedial instruction is needed securing additional help for these students

K. Reinforcing basic skills of reading, communication, and computation through vocational education experiences

L. Helping determine what objective(s) should be established for handicapped students as a part of the individual educational plan development

M. Utilizing a student evaluation procedure which is made known to all students at the beginning of the program which is in line with local administrative policies

N. Setting an example to enable the students to establish appropriate standards for grooming and dress generally found in the occupational area in business and industry

II. Recordkeeping

A. Maintaining adequate records on each student indicating their objectives for being enrolled in the program

B. Maintaining additional records as assigned by the school administrator

III. Facility Managemant/Safety

A. Maintaining a facility free of hazards and reporting problems to supervisor

B. Guiding students in the general care and maintainance of the facility

C. Maintaining inventories as directed by the supervisor

D. Provide adequate safety instruction to all students enrolled including restrictions which are visible in the laboratory and supervision in the use of equipment

IV. Handling Student Concerns

A. Being fair and impartial in the handling of student problems.

B. Providing counseling within area of expertise and/or referring student(s) to others for help

C. Refraining from making any public comment about any student and/or program that might be considered critical or derogatory

V. Other

A. Participating in an evaluation on an annual basis

B. Participating in all regular and special called faculty meetings

ADVISORY COMMITTEE

ADVISORY COMMITTEE -

The Learning Resource Center should form an advisory committee. The Advisory Committee should be an active aid in providing services to the student population. Their input might include program making reviews and recommendations for instruction, suggesting skills and attitudes that need to be stressed to enhance employability, promoting the work of the learning center to the public, and aiding in recruitment.

The composition of the committee should reflect the community with representatives from business, industry, education, and most importantly, the vocational school itself. The committee should be small enough to be efficient, yet large enough to serve as a public relations agent. Examples of committee membership:

-Personnel director from industry
-Local Merchants
-Representative of the local school
-Representative of the local Adult Basic Education community
-Vocational Program Teachers
-Student that has used the Learning Center

The committee should have overall purposes or goals designed to set direction. Therefore, the learning center coordinator must develop an annual program of work for the year consisting of problems and/or projects on which the committee could work. An agenda should be planned for each meeting and the minutes recorded. The 1983-84 Advisory Committee for the Daviess Co. State Vocational-Technical School Learning Center is listed on the next page

Daviess County State Vocational-Technical School

1901 Southeastern Parkway

Owensboro, Kentucky 42301

AVDISORY COMMITTEE MEMBERS

1983-84

LEARNING CENTER

Paula McIntire
Audubon Branch
Owensboro National Bank
Owensboro, Kentucky 42301
Phone: 684-2979 Home

Lewis Dawdy
Student, Owensboro Vocational
Technical School
1501 Frederica Street
Owensboro, Kentucky 42301
Phone: 684-7501 Home

Lynn Heady
Adult Education
Owensboro Board of Education
1335 West Eleventh Street
Owensboro, Kentucky 42301
Phone: 264-1103 Home

Brenda Stephens
Student, Daviess County State
Vocational Technical School
1901 Southeastern Parkway
Owensboro, Kentucky 42301
Phone: 233-4253 Home

Lula Campbell
Daviess County High School
4255 Hartford Road
Owensboro, Kentucky 42301
Phone: 683-0709

Beverly Bosley	Learning Center	DCSVTS
Donna Hoover	Learning Center	DCSVTS
Ruth Gillaspie	Learning Center	OVTS
Marshall Myers	Learning Center	OVTS